

SCHOOLS WEEK

A digital newspaper determined to get past the bluster and explain the facts.

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FRIDAY, MAY 24, 2019 | EDITION 178

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INVESTIGATES

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'I'm proud to be a Tory, but the funding crisis makes me angry'

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NGA awards: The winners revealed



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Revealed: The three inconvenient truths about the EBacc

FREDDIE WHITTAKER

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INVESTIGATES

The government is facing renewed calls to review its controversial EBacc accountability measure after three separate claims by ministers about the success of the reforms were debunked.

The Russell Group of elite universities yesterday ditched its list of "facilitating subjects" amid concerns that too many pupils felt they had to study only academic subjects to get into university.

The list of preferred subjects included all five of the areas covered by the EBacc – maths, English, the sciences, languages and history or geography – which was modelled in part on the facilitating subjects list.

Just last month schools minister Nick Gibb fought off criticism of the EBacc from MPs, arguing that they are "regarded as the subjects that keep the widest possible options open for young people".

He has also previously boasted of increases in the number of pupils studying facilitating subjects as a result of the EBacc policy.

Geoff Barton, the general secretary of school leaders' union ASCL, said it was "abundantly clear" the EBacc is "beset with problems".

"It has devalued other subjects and, together with severe funding pressures, this has had a particularly detrimental impact on creative arts courses which are increasingly unsustainable. We call on the government to review its EBacc policy."

To rebut concerns that the EBacc is pushing creative subjects out of the curriculum, the DfE has relied on claims that "since 2011, the proportion of pupils in state-funded schools taking at least one arts subject has increased".

But it has emerged this week that the proportion of pupils taking an arts subject actually fell to 44.3 per cent last year, below the 44.7 per cent level seen in 2011.

Gibb also told MPs during the parliamentary education committee in April that he didn't accept that there has been a narrowing of the curriculum because of the EBacc, adding that there



Nick Gibb

was "plenty of space beyond EBacc to study those vocational subjects".

But *Schools Week* reported last week a DfE-commissioned study found schools that achieved high EBacc entry rates had used "more creative ways" to teach non-EBacc subjects, such as in after-school sessions, during tutor time, or cramming them into "intensive" days.

Deborah Annetts, founder of the Bacc for the Future campaign, said: "We urge the government to look again at their EBacc policy, which is already failing on its own terms and has no place in a 21st-century education."

But the government has refused to back

down, confirming it also has no current plans to scrap an accountability measure that records the proportion of pupils in schools taking facilitating subjects.

In a statement published on its website, the Russell Group said facilitating subjects had wrongly become viewed by some as "the only subjects pupils should consider to get into a Russell Group university, or that you must take them for any degree".

The facilitating subjects list has been replaced with a new website called Informed Choices, which suggests A-level options for pupils based on what they want to study at university, and more general guidance for those who haven't yet made up their mind.

A DfE spokesperson said they "welcomed the move", adding: "Their Informed Choices website shows the importance of EBacc subjects for keeping a young person's options open when it comes to possible future degree choices."

Ofsted's new inspection framework also states that in order to be rated 'good' or better, schools must aim to have the EBacc "at the heart" of their curriculum.

Previous studies have suggested the EBacc has boosted social mobility. A Sutton Trust study carried out between 2009 and 2013 found that pupils in schools that increased the proportion of EBacc entries were more likely to achieve good GCSEs in English and maths.

THE DEBUNKED CLAIMS

CLAIM, NICK GIBB, APRIL: "EBacc subjects are regarded as the subjects that keep the widest possible options open for young people."

REALITY: The Russell Group has scrapped its list of preferred subjects, which included EBacc subjects at A-level.

CLAIM, DfE, JANUARY: "Since 2011, the proportion of pupils in state-funded schools taking at least one arts subject has increased."

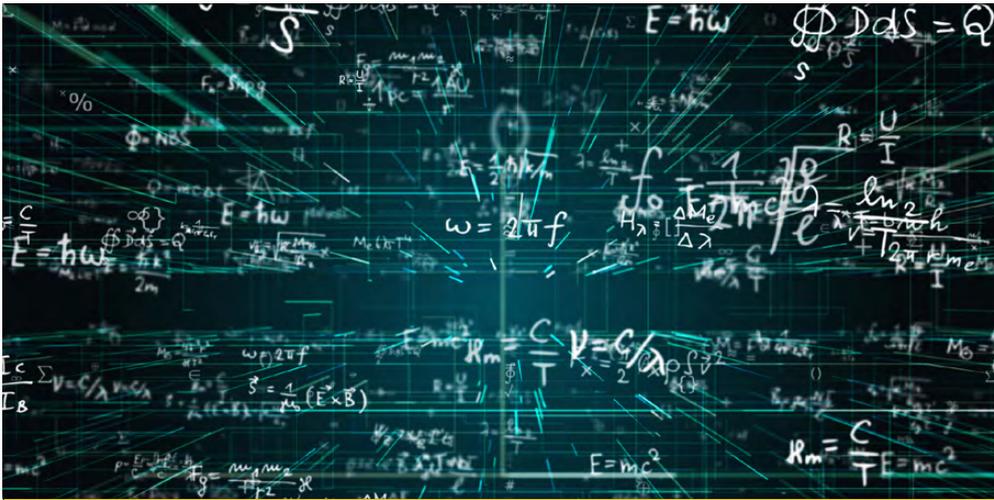
REALITY: Last year, 44.3 per cent of pupils took at least one arts subject. In 2011, it was 44.7 per cent.

CLAIM, NICK GIBB, APRIL: "I don't accept there has been a narrowing of the curriculum because of the EBacc."

REALITY: DfE-commissioned study found non-EBacc subjects are having to be taught in "creative ways", such as after school.

News

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New maths and physics teachers offered £2k to stay

FREDDIE WHITTAKER
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Early career maths and physics teachers will be offered an extra £2,000 a year to stay in the profession under a government trial aimed at boosting retention in shortage subjects.

Teachers in the first five years of their careers and working in the northeast, Yorkshire, the Humber and the government's social mobility "opportunity areas" can sign up to receive their first payment this autumn.

The pilot will last for two years but *Schools Week* understands it could be extended if successful.

In the £10 million initiative, announced in last year's budget, eligible teachers will receive the extra cash on top of existing generous bursaries.

It means maths teachers could get up to £39,000 extra in their first five years of teaching – a £35,000 bursary, plus two £2,000 incentive payments. However it's only for teachers with degrees in their subjects.

The government is shifting its focus towards retention, as data shows the same number of teachers leave the profession each year as enter it.

In 2017 the Department for Education announced a shake-up of maths bursaries, increasing the total amount on offer from £25,000 to £35,000, but staggering some of the payments throughout the first five years to encourage teachers to stick around.

The recruitment and retention strategy also included plans for support and training for newly and recently qualified teachers, in response to concerns that many new entrants become jaded early on.

Kevin Courtney, the joint general secretary of the National Education Union, said that

while "teachers in a few areas will appreciate a little bit extra", it is "clear that the education secretary is determined to avoid a root and branch solution to the recruitment and retention crisis".

"This is in spite of a succession of reports and analyses of the Department for Education's own data that show that 'golden hellos', bursaries and financial bungs are not the magic solution."

The National Audit Office, the government spending watchdog, has also expressed doubts about the effectiveness of teacher recruitment bursaries.

But Nick Gibb, the schools minister, said the investment would "ensure teaching remains an attractive and fulfilling proposition and that every child has the opportunity to fulfil their potential".

"Teaching remains a popular career, but we want to make sure that we can continue to attract and keep the brightest and best graduates, particularly in subjects where specialist knowledge and expertise are vital to the future success of the economy."

Eligible teachers will be able to apply for the payments online and receive it directly. The DfE anticipates that payments will be made in the autumn 2019 and autumn 2020 terms.

Teachers must meet the full eligibility criteria during both the application window and in each payment year. Supply teachers must have a contract for at least one term to be eligible.

Mike Parker, the director of Schools North East, said the investment was "vital" to the "long-term economic outlook of the region. There are many factors that account for the disparity in outcomes for pupils in economically disadvantaged areas when compared with more affluent ones, but the availability and retention of teaching talent is among the greatest."

4+2=6: More maths schools on the way

JOHN DICKENS
@JOHNDICKENSSW

Two more universities have answered the government's plea to set up specialist maths schools – bringing the total number to six.

The University of Surrey will open a school in the county with GEP Academies, while Lancaster University will partner Cardinal Newman College in Preston. However, neither school is expected to open until 2021.

The selective schools are for pupils who have a "particular aptitude and promise in maths" and act as regional centres of excellence for maths A-level teaching.

The government said recruitment would target groups under-represented in STEM subjects and help to develop maths teachers in their regions.

Philip Hammond, the chancellor, announced an £18 million pot in 2017 to fund £350,000 for every maths school.

But only two are open – Exeter Mathematics School and King's College London Mathematics School.

Another two, in Liverpool and Cambridge, are in the pipeline. The University of Liverpool Maths School and the Cambridge Mathematics School, run by the Cambridge Educational Trust, are expected to open next year.

Schools Week reported in May that the government has struggled to attract interest from universities, despite an impassioned public plea from Nick Gibb, the schools minister.

Lord Agnew, the academies minister, said the new "exciting partnerships" would "boost the prospects of talented mathematicians".

"Maths schools support talented young people to reach their potential by tapping into the expertise of top universities – and Ofsted has found that they excel in recruiting students from disadvantaged backgrounds to fulfil their potential."

Chris Tweedale, the chief executive of GEP Academies, said the trust was "particularly keen to encourage more girls to take forward their interest in STEM subjects" and "equally passionate" about helping to train and develop maths teachers in the region.

Nick Burnham, the principal of Cardinal Newman, added the partnership was a "fantastic opportunity for mathematicians to thrive".



MAT merger market fuels monopoly fears

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EXCLUSIVE

The government has been warned against establishing "monopolies" of mega-MATS as new figures show almost 200 trusts have been given approval to merge.

Analysis of headteacher board meeting minutes show at least 190 trusts were given approval to merge in the 18 months from August 31, 2017.

Although many involved single-academy trusts joining larger trusts, more than one in five (43) were mergers of trusts with multiple schools.

It comes as Martin Post, the outgoing regional schools commissioner for North West London and South Central England, told a Westminster Education Forum event earlier this month he was "increasingly" discussing mergers with small and medium-sized trusts.

In November 2017, Lord Agnew, the academies minister, said he wanted to see academy trusts teaming up and working together, with the "sweet spot" being between 12 and 20 schools.

'Don't replicate failures of the past by asking trusts to grow too fast'

But Michael Pain, the chief executive of the consultancy Forum Strategy, said the government should be careful "not to make local monopolies".

"I think trusts can grow and it's important that they have strong groups of schools, but in a locality there has to be a mixed economy and there has to be some choice," he said. The Department for Education must not "replicate some of the failures of the past by asking trusts to grow too fast and take on too much".

In October 2018 the 18-school Leigh Academies Trust (LAT) was given permission to merge with the five-school Williamson Trust, on the condition it did not grow any further this academic year apart from with schools "already identified".

However, the merged trust has been in talks for more schools to join, with Paddock Wood Primary and Horsmonden Primary, both in Kent, expected to transfer into the trust on September 1.

A spokesperson for LAT said the merger



created a "stronger cluster of schools in the Medway area" that could work together to share best practice, resources and services.

"We do not operate a monopoly in any town or area and actually value working alongside other schools outside the trust," he said.

Mergers shouldn't solely relate to 'economies of scale'

Catholic trusts were involved in the most mega-mergers. Four trusts, with between four and 11 academies each, joined to create the Nicholas Postgate Catholic Academy Trust of 25 schools.

Twelve of the schools are in Middlesbrough, making up over a fifth of the town's 56 schools.

Aspire Academy Trust (which had 21 schools) was allowed to merge with the two-school Creative Learning MAT in August 2017. Aspire now runs 27 schools in Cornwall – almost 10 per cent of schools in the local authority.

Sam Henson, director of policy and information at the National Governance Association, said there should be a "clear and justifiable rationale" behind any mergers "that does not solely relate to size or 'economies of scale'".

The Competitions and Markets Authority can intervene if a trust's prevalence in an area leads to complaints

and amounts to anti-competitive conduct. However, it is yet to investigate a case.

DfE 'has strategy' to push mergers

In July 2018, the four-school Heartwood Trust was approved to merge with the six-school Birmingham Diocesan Academies Trust. Heartwood's accounts said it did so because the DfE was "implementing a strategy to actively encourage single academies and small multi-academy trusts ... to merge so they can benefit from the economies of scale of larger organisations".

The Hamwic Education Trust started as an umbrella trust to offer services and support to four academy trusts in the southwest. But three years ago the DfE said it had to restructure into a multi-academy trust. It now runs 29 schools, but they are split into six partnerships, which have no standardised way of operating.

Robert Farmer, its chief executive, said it "shouldn't feel like a trust has come in and imposed anything on anybody. So I don't feel like it detracts from the offer of schools in the area."

But Dr Kate Chhatwal, the chief executive of the school improvement charity Challenge Partners, said there was no "optimal size" when it came to pupil outcomes. "Even the smallest can benefit from a wide range of expertise to support development in their schools without needing to merge or grow."

A spokesperson for the DfE said the government had "supported MATs to grow and come together where it is in the best interests of pupils, staff and the local community. It is for trusts to decide their own approach to development."



Geoff Barton

Michael Pain

A photograph of three young women with curly hair, smiling and looking towards the right. They are wearing a grey blazer and a white shirt. The background is blurred, suggesting an indoor setting like a school or office.

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Labour plots climate curriculum change

FREDDIE WHITTAKER
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A future Labour government will make teaching about climate change a "core part of the curriculum" for all pupils, the shadow education secretary has announced.

Angela Rayner said her party would review the curriculum to ensure "all young people", including primary school pupils, were "educated about the ecological and social impact of climate change".

The national curriculum requires only secondary schools to specifically teach the issue. Academies can choose whether to teach it because they don't have to follow the national curriculum.

The Department for Education, in response to Labour's proposals, said climate change was part of the national curriculum for primary schools, but it is not mentioned in the programmes of study for either geography or science.

Primary schools must only teach about issues such as changes across the four seasons, weather patterns, climate zones,



vegetation belts and the water cycle.

However details of Labour's plans are thin. The party has not said whether it would make climate change teaching a statutory part of the national curriculum or a suggested part of the programmes of study.

According to the party, the review would "make certain that the curriculum focuses on the knowledge and skills that young people need in a world that will be increasingly shaped by climate change, particularly in renewable energy and green technology jobs".

Geoff Barton, the general secretary of the school leaders' union ASCL, said pupils

already learned about climate change, "but we agree with Labour that more could and should be done, and it is a good idea to review the national curriculum in this respect".

"It is important to ensure that this is not just an add-on to an already packed curriculum and that it is balanced properly with all the other requirements on schools."

The announcement comes after high-profile protests earlier this year when pupils went "on strike" over climate change.

Rayner said youngsters were "taking to the streets to send a clear message to the government that climate change will be a fundamental and defining feature of their adult lives, and we must take the action needed to tackle it".

"We need to equip people with the knowledge to understand the enormous changes we face, and skills to work with the new green technologies that we must develop to deal with them."

A Department for Education spokesperson said it was "important that pupils are taught about climate change".

FREDDIE WHITTAKER | @FCDWHITTAKER

Study: Sticking with the council gets better results

Schools with poor Ofsted grades are more likely to improve if they stay under local authority control, a new analysis suggests.

It also suggests that good schools that convert to academies are more likely to lose their strong Ofsted grade, findings that critics say undermine the government's academisation policy.

The Local Government Association (LGA), which commissioned the report, said the study "clearly shows that staying under council control delivers better results for a school than those that convert to an academy".

But supporters of academisation say the report is "faulty", claiming the figures are skewed because councils tend to keep the schools where issues are "straightforward to solve".

Antoinette Bramble, the chair of the association's children and young people board, said: "While academisation might be the answer in some cases, it is not always the best solution."

Latest government figures show about 68 per cent of secondary schools and 31 per cent of primary schools are now academies. They educate more than half of pupils.

The new report, by the education technology company Angel Solutions, which also runs the Ofsted-analysis website Watchsted, looked at the Ofsted grades of almost 17,000 schools between February 2014 and February this year.

Of these, 12,814 schools had remained with their local authority and 4,033 had converted to academies.

It found that 90 per cent of the schools that stayed with the council (9,400) kept their "good" or "outstanding" grade, compared with 81 per cent (2,275) that became academies.

Schools with poor Ofsted grades remaining under local authority control were also more likely to improve.

Only 59 per cent of schools (723) that were judged as "requires improvement" or "inadequate" in 2014 that converted

to academies were "good" or better by this year, compared with 88 per cent of schools (2,048) with the same grades who remained with councils.

The report also found that just over two-fifths of the 502 schools with Ofsted's bottom two grades that converted did not improve at all.

But Mark Lehain, director of Parents and Teachers for Excellence, said: "We need to bear in mind that the toughest improvement cases were the ones that were academised, and so you'd expect them to take longer to turn around."

He added that "during the period covered by the study, councils were only allowed to keep hold of 'requires improvement' or 'inadequate' schools where the issues were most straightforward to solve".

Lord Agnew, the academies minister, said the analysis was "flawed" and "does not say anything about the effectiveness of sponsored academies".

News

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ITT review to look at 'what happens in schools'

FREDDIE WHITTAKER
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A new advisory group formed to review the content of initial teacher training will focus on the time trainees spend in school.

Professor Sam Twiselton, director of the Institute of Education at Sheffield Hallam University, told *Schools Week* the review would seek to persuade all schools of "the benefit to them, but also their obligation to the system of getting involved in initial teacher education".

The group would produce "detailed, more precise guidance" about how schools should support trainees on placement, considered by the panel to be "the most powerful bit" of initial teacher training. This would cover mentoring and other support offered by schools.

Twiselton was appointed this week to lead a team of seven academics, sector representatives and policy experts to recommend how initial teacher training (ITT) could align with the government's plans for a new two-year early career framework for newly and recently qualified teachers (NQTs/RQTs).

Plans for a review of ITT were announced in January as part of the government's teacher recruitment and retention strategy. Twiselton said this week that she hoped new guidance would be available early next year – a timescale she admitted was "challenging".

"I think we're looking for something that's a little more detailed, but will include the specificity of suggestions for what happens in schools," Twiselton told *Schools Week*. "It will just be suggestions. There's nothing statutory about this. It's there to be helpful."

"The standards that govern ITT will remain the same, it's just about how we can develop detailed guidance beyond that in the light of the early career framework so that the two will join up."

The guidance would include advice on "mentoring and school-based training, observations and things like that", areas in which schools could make "the most difference in terms of improving things", Twiselton said.

"It's not just a curriculum for what's going to be covered in lectures and seminar rooms."

The formation of the advisory group – the



sixth assembled by the Department for Education since Damian Hinds became education secretary last January – comes four years after Sir Andrew Carter's review of ITT published its findings.

Twiselton, who also advised Carter, said one of the issues identified at the time was patchy access to support for new teachers and a lack of time overall for initial teacher education (ITE).

"Some trusts and teaching school alliances had managed to create a kind of seamless join between ITE and NQT/RQT support.

"But it could only happen where trusts had been able to work collaboratively, and that sort of shone a light on the fact that it wasn't guaranteed and wasn't systematically available everywhere. Some NQTs and RQTs were losing out."

Twiselton said discussions in the first meeting also focused on how to get all schools "to realise the benefit to them, but also their obligation to the system of getting involved in ITE", but admitted the system had "missed the boat" to use Ofsted to encourage more schools to take part.

"The most beneficial thing would have been if it was impossible for a school to get an outstanding grade without being involved in initial teacher education," she said.

"I'm sure they've got good reasons why [Ofsted] didn't want to do that, but that would've been really helpful."

Twiselton also defended the make-up of the group, which includes representatives of the main routes into teaching, but not serving school leaders or teachers.

"What you have got is people who are experts in ITE and early career support. But we definitely do need to talk to lots of school leaders and lots of teachers. That process has unofficially started already and will be ramping up."

The panel

Professor Sam Twiselton, director of the Institute of Education, Sheffield Hallam University



John Blake, director of policy and strategy, NowTeach



Professor Becky Francis, director of the Institute of Education, University College London



Marie Hamer, executive director of learning design and teaching programmes, Ambition Institute



Emma Hollis, executive director of the National Association of School-Based Teacher Training



Reuben Moore, executive director of programme development, Teach First



James Noble-Rogers, executive director of the Universities Council for the Education of Teachers



Boss of company owing £800,000 is back in business

FREDDIE WHITTAKER

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EXCLUSIVE

The former boss of a school support company that collapsed owing hundreds of thousands of pounds to its local authority is now a director of a new business offering similar services to the same institutions.

Buckinghamshire Learning Trust (BLT), formed in 2013 to run services outsourced by Buckinghamshire County Council, went into liquidation in April.

Its collapse followed a "significant transformation" in 2018 involving the transfer of services contracted by the council back to county hall. Records show the organisation closed owing more than £800,000, including more than £600,000 to the council.

Now schools in the county have been contacted by former BLT employees working for a new company called Educational Success Partners, or ESP Education, offering them services similar to those previously provided by BLT.

Companies House records show that Amanda Picillo, the former chief executive of BLT, stood down as a director on December 10, although Schools Week understands she remained as CEO until the firm closed.

Educational Success Partners was incorporated on January 2 this year by Paul Scaife, a former interim finance director at BLT.



Picillo joined its board on April 1, shortly after news of BLT's liquidation broke.

The new company offers services that include national professional qualifications, continuing professional development programmes and induction support for new teachers. BLT offered the same services before its collapse.

Schools Week also understands that support contracts for newly qualified teachers based overseas were transferred from BLT to ESP before the former closed, while Bucks-based NQTs were left to be supported by the council.

One source working in the Buckinghamshire education community said there were "serious

questions to be asked about the transfer of lucrative overseas NQTs to a new company".

A former BLT employee, who also wanted to remain anonymous, added: "The international work is exactly what was offered by BLT"

A spokesperson for ESP said the firm agreed to take on overseas NQT support "on the basis that payment for services had already been made to Buckinghamshire Learning Trust covering the period to August 31".

"These services have been provided free to support continuity of service, with no guarantee from customers for future renewals," she said, adding that the emails to old BLT contacts were sent with the permission of Quantuma, the firm's liquidator.

"The heads of terms agreement between Quantuma and Amanda allowed Education Success Partners to use an existing school database and relationships with no restrictions placed upon Ms Picillo or Education Success Partners to work with existing customers."

Buckinghamshire County Council did not respond despite several requests for comment.

Garret Fay, the executive headteacher at St Michael's Catholic School in High Wycombe, said his school had received emails from ESP.

But he said "a lot of what BLT offered was required and worked", adding "if they were offering a package that was suitable for our needs and that was priced correctly, then we would look at it".

JESS STAUFENBERG | @STAUFENBERG.J

Gibb says he's open to focus on SEND for trainees

Nick Gibb has said he is "persuadable" to initial teacher training (ITT) focused on special educational needs.

The schools minister told the education select committee on Tuesday it "might consider recommending" a specialist ITT route as part of its final report on the state of SEND provision.

Twelve committee sessions have focused on lack of government funding, delays to assessments, and vulnerable pupils pushed out of mainstream schools.

However Chris Rossiter, the chief executive of the literacy charity Driver Youth Trust, warned of a "wider risk that separate training routes will be seen as pathways to special schools or

alternative provision".

"There are clear drawbacks to seeing SEND as a discrete topic like other subjects, not least because of government's own mantra that 'every teacher is a teacher of SEND'.

"Some of the best teachers I've come across working in these settings have come from mainstream, where eight in ten SEND pupils are educated. They bring passion and a wealth of subject knowledge that adds to the education of these young people."

He said a more suitable solution would be to offer CPD opportunities that focused on SEND-specific aspects for all teachers.

To obtain qualified teacher status, trainees must be able to identify and differentiate

between the special educational needs of pupils no matter what subject they will teach, but there is no early route to specialise as a teacher of SEND.

Gibb told the committee: "There isn't a category for a special educational needs teacher - there is an argument for it, there are people who would argue against it. That is something your committee might wish to opine on."

Meanwhile, parents have launched a "SEND National Crisis" day next Friday.

Protests at 26 locations across England will include a march on Downing Street to deliver a 12,000-strong petition, calling for "proper SEND funding to enable quality education".

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Trust given 4 Ofsted visits to improve school

PIPPA ALLEN-KINROSS

@PIPPA_AK

One of the country's largest academy trusts has been told it has four Ofsted visits to improve a failing school or have its funding axed.

The David Ross Education Trust (DRET) has been told to improve the Lodge Park Academy in Corby, which was placed in special measures in January. Ofsted criticised "mundane" teaching, pupils who show a "lack of respect" and "inadequate" progress.

A pre-termination warning notice, sent to the trust on April 5 but published yesterday, said DRET "has the capacity to achieve the rapid and sustained improvement required" at the secondary.

However, should the school "not come out of category by fourth Ofsted visit", the government would consider axing the school's funding agreement.

Of the past ten "minded" or "pre-termination warning" notices issued, just two include an explicit expectation over future Ofsted grades. But in both instances trusts were offered much shorter timeframes for improvement.



REAch2 Academy Trust was told in March that Copperfield Academy in Gravesend, Kent, must "move out of category" at its next section 5 Ofsted.

Meanwhile, the Academies Enterprise Trust was told in the same month that Offa's Mead Academy in Chepstow must get a "satisfactory" section 8 report "indicating improvements are being demonstrated" or face funding being pulled.

A spokesperson for DRET said the trust had taken Ofsted's findings "very seriously" with a new executive principal appointed. "Under his

leadership, we have already put in place new strategies to tackle the areas noted by Ofsted as part of our action plan, and we are confident that we will improve outcomes at Lodge Park."

Inspectors warned that trustees had "overseen a decline in the school's performance" with pupil outcomes "too low for too long".

Inadequate progress was made in subjects such as English, maths and science, with too little support for disadvantaged and special needs pupils.

Teaching was criticised as "mundane" and "failing to enthuse pupils", while teachers failed to manage pupil behaviour and "too many pupils show a lack of respect for other pupils and adults".

A pre-termination warning notice was last issued was in April 2017. Pre-termination and pre-warning notices are the least severe of the government's warnings.

The most common, "minded to terminate" notices, require a school improvement strategy and for trusts to reach several improvement targets.

DRET is one of the country's largest academy trusts with 34 schools.

£250k to get new quals down to a T

BILLY CAMDEN | @BILLYCAMDEN

EXCLUSIVE

The government has unveiled its new £250,000 branding for T-levels, in what has been described as the "first step" toward raising awareness ahead of their rollout in September 2020.

The 'Next Level' brand logo, designed by marketing firm Havas Worldwide London Ltd, its part of its push to raise awareness of T-levels – the new technical equivalent to A-levels – ahead of their roll-out from 2020.

It has proved a big challenge for the government so far. In September, a survey of over 1,000 parents of children aged 11 to 18 commissioned by the Chartered Management Institute found that two-thirds had never heard of the qualifications.

T-Levels are designed to have "parity of esteem" with A-levels, and will give young people the option of a vocational route from the age of 16.

The first three T-levels – in digital, construction, and education and childcare –



will be taught from September 2020.

Qualifications in health, healthcare science, science, onsite construction, building services engineering, digital support and services, and digital business services will then be taught from 2021.

Fifteen schools are among the first batch of providers chosen to deliver the new qualifications.

"T-levels will be the biggest change to technical education in a generation," said skills minister Anne Milton. "Right from the start we have worked with employers, young people, their parents and education providers. I want more and more people to understand that T-levels are a high-quality, advanced and desirable qualification, with employers at the

heart of their design.

"I can't wait for more people to learn about what T-levels have to offer and how they can open up a world of exciting options."

The new branding was shared exclusively with sister title *FE Week* as a sneak peek to a full branding toolkit, which will include leaflets and "social assets" and be released in "due course".

An extra £3 million will now be handed to Havas for the implementation of a campaign in 2019/20 to help recruit the first wave of students for the new technical qualifications.

The DfE said the branding has been designed in consultation with employer panel members, FE providers, young people and parents.

A procurement for a firm to lead on the work was put out by the department earlier this year and won by Havas in February. The contract is expected to run for 26 months.

'It's time to stop', Hinds tells LGBT protesters

FREDDIE WHITTAKER

@FCDWHITTAKER

INVESTIGATES

Education secretary Damian Hinds has said it's time for protests against teaching LGBT relationships in schools to "stop".

His comments come as Anderton Park, the Birmingham school at the centre of the protests, will close early today because of safety fears over further planned protests.

Attempts to mediate between the school and protesters against its teaching on LGBT relationships have stalled following a dispute over the involvement of adults who do not have children at the school.

The row over relationships education at schools across the city has escalated following an altercation at the school on Sunday night in which pro-LGBT activists were allegedly pelted with eggs.

Police are also investigating a voicemail message sent to Sarah Hewitt-Clarkson, Anderton Park's head, in which she was accused of being a paedophile, while Birmingham City Council is weighing up its legal options to stop the protests.

Schools Week reported last month that Nazir Afzal, a former leading prosecutor, had offered to intervene. Birmingham City Council took up his offer and he has already met with schools and parents.

But attempts to hold a mediated meeting between Anderton Park staff and parents involved in the protests outside its gates have failed because of a row over whether Shakeel Afsar, the leader of the protesters, can attend.

Afsar, who doesn't have children at the school, but does have a niece and nephew who attend, is banned from the school site and is prohibited from taking part in the protests after a community protection warning, although he has attended since the warning was issued.

Hewitt-Clarkson told *Schools Week* she'd had to tell Afzal to cancel a recent planned trip when parents refused to attend without Afsar.

"Parents wrote in to say 'we're not coming if Shakeel isn't there'. But I'm not meeting with anyone who isn't a parent. It's ridiculous," she said.

"They say I won't speak to anybody, but



Protesters outside Anderton Park Primary School

we have met with parents."

Afzal told *Schools Week* that although parents and the school had agreed to meet, they were "working through the barriers to them meeting, which include who else can be present".

Police investigate message calling head a 'paedophile'

Hewitt-Clarkson said a threatening message was left on Anderton Park's answerphone last Thursday, accusing her of being a paedophile.

Police are investigating the call and reports of assault and criminal damage following an altercation outside the school on Sunday night in which members of the LGBT community were allegedly pelted with eggs.

Activists attended the school to put up posters with "messages of love and support" for the return of pupils on Monday.

Another group then allegedly arrived and eggs were thrown at people and houses, the police said.

Ian Ward, the leader of Birmingham City Council, said his authority was looking at whether a public spaces protection order could be used to "counter" demonstrations outside Anderton Park.

A public spaces protection order allows a local authority to ban certain activities in certain areas if they have or are likely to have a detrimental effect on people's quality of life.

"If a PSPO is not appropriate, then we will look at alternatives, because the children and staff at Anderton Park have a right to attend school without this daily disruption."

Hewitt-Clarkson said immediate action was needed.

"I don't really care which department it is, I just want it to happen because the toll this is taking on the staff, children and vast majority of families who are amazing is horrendous."

Hinds, speaking yesterday, said there is "no place for protests outside school gates" and warned the demonstrations can be "hijacked by individuals with a vested interest and no links to the schools".

Protests began outside several Birmingham schools earlier this year in response to concerns about "no outsiders", a programme of LGBT lessons.

The programme, which teaches pupils about LGBT relationships and rights, was designed by Andrew Moffat, the deputy head of Parkfield community school.



Sarah Hewitt-Clarkson

PA

News

Report highlights chaos of opening a free school



JESS STAUFENBERG

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EXCLUSIVE

A free school was given the funding green light just nine working days before it was due to open, with civil servants issuing "dire warnings of impending closure" from day one, it has been claimed.

A damning report written by the former trustees and staff at the 14 to 19 Robert Owen Academy in Herefordshire, which shut last year, reveals the behind-the-scenes chaos of opening a free school.

It blamed a "veritable montage of ever-changing faces" for the school's demise and included four key recommendations for free schools: ensure the local authority is not hostile; have experienced public relations staff; don't open too early; and establish clear communication with civil servants.

The former staff also allege the school was "cast adrift" by the local authority and that an offer of "significant investment" from a multi-millionaire sponsor was "blocked" by the regional schools commissioner.

Geoff Barton, the general secretary of the Association of School and College Leaders, said the government's system for establishing and overseeing free schools was "piecemeal and overly complex", and officials must "ensure that new schools are sustainable" and well supported.

Fifty-five free schools had closed as of December last year.

The last-minute funding for the school, which offered a vocational curriculum, came despite civil servants "issuing dire warnings of impending closure", said the report. It opened with too few pupils and an unfinished site.

These factors "really laid the basis for the later failure".

After being granted its funding agreement on August 19, 2013 – nine working days before it opened on September 1 – a civil servant allegedly told the then-chair "welcome to the

world of free schools".

In its second year the school moved to a site with rotting wooden windows and leaking roofs. In May 2015 it was graded "inadequate", with inspectors highlighting low staff expectations.

The school had under-recruited, but identified the Eden Schools Academy Trust in Manchester as a sponsor, with "significant" investment from a multi-millionaire.

However the RSC preferred a local trust, even though none was found. The school's offer to form a local academy partnership was also rejected.

The Department for Education then turned down the school's application "for reasons that have never been clear" to lower its admission age to 13, despite a supportive public consultation.

The school owed £600,000 to the Education and Skills Funding Agency for failing to recruit anticipated pupil numbers and got a financial notice to improve in June 2016.

Ofsted inspectors visited twice in November 2016, with the first group indicating a "requires improvement" grade, before the second group put the school in special measures.

An Ofsted spokesperson said that after two days of inspection, the watchdog decided it was "necessary to return to the school to gather further evidence".

In February 2017, RSC Christine Quinn said the school, which then had about 50 pupils, would close. It came a week after an Ofsted monitoring inspection found the school was improving.

The report said officials wanted to reduce pupil places in the area and "alighted upon the Robert Owen Academy as the convenient sacrifice".

A DfE spokesperson said the decision to close the school "followed a review of alternative options and the consideration of stakeholder views".

Funding axe threat for ignoring Baker clause

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

Academies could have their funding axed if they fail to comply with the controversial Baker clause.

The clause, introduced in January last year, requires schools to publish a statement online describing their careers programmes and how providers access pupils to talk about technical education and apprenticeships.

On Monday, Damian Hinds, the education secretary, reiterated his support for the law and told *The Independent*: "We expect [the Baker clause] to happen and if it doesn't then it is possible to take further action".

His comments follow warnings last August from Anne Milton, the skills minister, that the government would directly intervene if schools flouted the rules.

However, the Department for Education, has previously refused to say what the intervention would be, above sending warning letters to schools, local authorities and regional schools commissioners.

The DfE has now confirmed that academies who fail to comply could be in breach of their funding agreement and may face action from their RSC.

A spokesperson said the government also had the power to direct maintained schools to comply with the clause.

Milton has written to five academy trusts who have not complied, but so far no further action has been taken.

A spokesperson for the Baker Dearing Trust, founded by Lord Baker who initiated the Baker clause, said it made no sense to pass a law "and then turn a blind eye when it is ignored".

However, Geoff Barton, the general secretary of the Association of School and College Leaders, called on the department to "work with schools, not against them".

"The government should be investing in careers advice and guidance as a whole rather than relying yet again on the big stick of compliance. The idea the DfE could police and intervene over alleged breaches of the Baker clause is unrealistic and corrosive."

The Institute for Public Policy Research estimates that two-thirds of secondary schools are non-compliant.

News

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Agnew: Governors don't get plaudits they deserve

JOHN DICKENS @JOHNDICKENSSW

The academies minister says governance is "at the top of the hierarchy of running schools" as he made a plea for talented governors to take on roles at other institutions.

Lord Agnew was speaking at the 2019 Awards for Outstanding Governance at the House of Commons on Tuesday (see full list of winners below).

He said that good governance was "something of a personal crusade", adding: "I put governance at the top of the hierarchy of running schools: governance, money, educational standards. If we do it that way, we can ensure the second two are sustainable."

However, he acknowledged instances where school leaders were not being held to account, adding that he was keen to "see good governors and trustees move to new roles".

He said while this was "time-consuming", he would encourage the "wearing of several hats" as it allowed governance professionals to share their expertise.

The Inspiration Trust founder said appointing David Earnshaw, the chair of the Outwood Grange Academies Trust, to Inspiration's board was "one of the best moves I ever made".

He also acknowledged education must do more to make boards more diverse. "Boards need to look at themselves and ask what they are doing to address this. As a government we need to make sure those messages are heard by as many people as possible."

But he added that the government owed governance volunteers a "huge debt of gratitude."



Lin Dykes and Lord Agnew

What you do rarely grabs the headlines or gets the plaudits you deserve."

Winners at the event included the James Brindley Academy in Birmingham, which judges praised for developing a new strategic vision that delivered a "complete metamorphosis" in "ethos, culture and community".

Emma Knights, the association's chief executive, said: "The commitment and contribution of those governing our schools is often overlooked; their hard work usually carried out behind closed doors."

"The achievements of all our finalists, and especially our winners, are significant, clearly making a positive impact on the children and young people in their schools and on their community."



Cherry Oak and Victoria School with Victoria College



Co-op Academies Trust



Evolve Trust



James Brindley Academy

LIST OF WINNERS:

Outstanding clerk to a governing body

Kelly Goddard Affinity Federation, Coventry
Lin Dykes Dover Grammar School for Girls, Kent

Outstanding governance in a single school

James Brindley Academy Birmingham

Outstanding governance in a multi-academy trust

Co-op Academies Trust north of England
The Evolve Trust Mansfield

Outstanding vision and strategy

The Federation of Cherry Oak School and Victoria School with Victoria College Birmingham



Kelly Goddard and Lord Agnew



Photos: Neilson Reeves Photography

DfE leaving parents to police 11-plus

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

The government has been accused of passing the buck over 11-plus admissions tests in Kent.

Documents seen by *Schools Week* show that the campaign group Comprehensive Future was referred to the Office of the Schools Adjudicator (OSA) when it complained to the Department for Education about the testing regime used for selective school admissions in the county.

The OSA later told the group that it had "no remit in relation to 11-plus tests" and could only look at them in the context of complaints about admission arrangements of a particular grammar.

Comprehensive Future said the current set-up left families having to grapple with the admissions complaints process, often without the necessary knowledge or understanding.

Dr Nuala Burgess, the group's chair, said the lack of scrutiny of the 11-plus was "deeply worrying", and that grammar schools entry processes were "secretive and opaque".

"Every other public exam has accountability and regulation," she said. "The DfE is effectively leaving it to parents to develop the necessary expertise to be able to challenge a host of anomalies and inconsistencies that exist in all the different 11-plus tests out there."

Comprehensive Future is concerned about a suspected gender bias in the pass rates of some 11-plus tests and "a lack of standardisation that discriminates against younger pupils in others".

Parents are also concerned about inconsistencies.

The group's complaint about Kent was that the test used by the county did not support the admission of disadvantaged pupils, and that its impact for that group was not monitored by Kent County Council.

But Jim Skinner, the chief executive of the Grammar School Heads' Association (GSHA), dismissed Comprehensive Future's "spurious" claims. "The individual grammar schools, local authorities that run tests, the GSHA have all done a huge amount of work with the test providers to make those tests as strong as possible in terms of being fit for purpose, so I just simply don't accept what they're saying."

He agreed that the route for raising concerns about selection tests was through the OSA "because selection tests are part of the admissions arrangements".

However, he did accept that "not everyone is going to make use of those sort of systems", adding that local authorities still had a duty to be aware of admissions arrangements of schools in their areas and to raise concerns if they arose.

A DfE spokesperson said: "Where a parent has concerns that a school's determined admission arrangements are unfair and unlawful, they can refer these to the schools adjudicator."

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School hopes fresh air will help clear exam minds

JESS STAUFENBERG
@STAUFENBERGJ

A Surrey school plans to keep its windows open during exams after a physics teacher showed carbon dioxide levels rocketed in classrooms without any airflow.

Alby Reid of Reigate Grammar said he would “never close the window” in his classroom again after he tested CO2 levels during a double lesson.

After one-and-a-half hours it had reached 2,300 parts per million (ppm), or 0.23 per cent of the air, compared with a normal outdoor amount of 400 parts per million (0.04 per cent).

Research by Harvard University in 2016 found “statistically significant declines” in cognitive function scores when CO2 concentrations were increased to 950 ppm, which is “common in indoor spaces”.

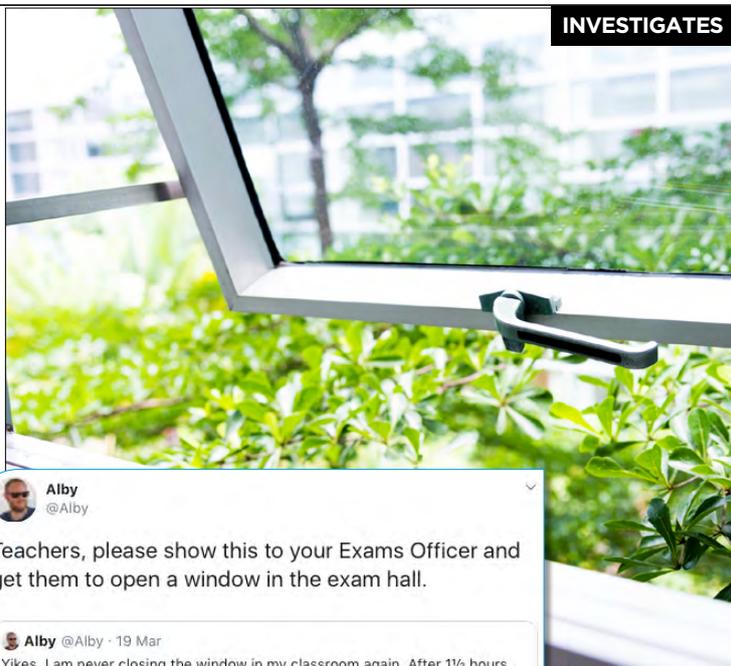
The study found even larger declines when CO2 was raised to 1,400 ppm.

Reid has spoken to Reigate Grammar’s exams officer who has pledged to ensure windows are kept open.

“It’s particularly relevant now there are exams going on with a great many children all stuck in a room, doing something which is meant to be cognitively taxing,” he told *Schools Week*.

“But if the windows and doors are closed, they may not be performing as well as they could. They might be fatigued or cognitively impaired.”

The Harvard study found that when compared to “green” buildings with steady airflow from outside, cognitive function scores were 15 per cent lower in spaces with CO2 concentrations of about



Alby @Alby
Teachers, please show this to your Exams Officer and get them to open a window in the exam hall.

Alby @Alby · 19 Mar
Yikes. I am never closing the window in my classroom again. After 1½ hours CO₂ concentration was over 2300 ppm, where 1400 “can impair cognitive functioning”.

room to go back to normal, or if it makes a difference what age group you’ve got in there, what sort of work they’re doing.”

Reid’s graph shows CO2 levels gently

945 ppm and 50 per cent lower with concentrations of about 1,400 ppm.

The study was “designed to reflect indoor office environments” and called for similar research “in other indoor environments, such as homes, schools, and airplanes, where decrements in cognitive function and decision-making could have significant impacts on productivity, learning and safety”.

Reid, who tweeted a graph of his results after running the experiment twice, said he would like to run further tests under different circumstances.

“It would be interesting to see how long it takes for the

falling to about 400ppm while the window was open in his classroom, until he shuts it and levels rise steeply to more than 2,000ppm.

The CO2 sensors were at head height at the far end of the teacher’s bench, but away from where he was standing, he said.

According to guidance updated last year, the Department for Education has “performance standards” for teaching and learning spaces so they meet workplace regulations on ventilation.

In classrooms with natural ventilation, that equates to a daily average CO2 concentration of less than 1,500 ppm during the

occupied period.

The maximum concentration should not exceed 2,000 ppm for more than 20 consecutive minutes each day, the guidance says, although higher levels of CO2 are “acceptable” if Bunsen burners, cookers or other gas-fired appliances are used.

Products are available to monitor the classroom environment. For instance Learnometer sells a “research tool” resembling a small box that it claims “automatically samples your classroom environment” and then “makes suggestions through a unique algorithm as to what might be changed to allow students to learn and perform at their best”.

It says its “pilot work” suggests a “correlation between absence and illness levels, and high classroom CO2 levels” for pupils and staff – adding it is “dismayed by the damaging levels we have observed in examination and test rooms”.

A 2014 study published in the *Journal of School Health*, put together by the American School Health Association, found that inadequate classroom ventilation “may be associated with reduced school attendance”.

The study, which measured CO2 levels over a three to five-day period in 60 naturally ventilated classrooms in Scotland, found an increase of 100 ppm CO2 was associated with a reduced annual attendance of 0.2 per cent, roughly the equivalent of half a day.

The report concluded: “A relationship between inadequate classroom ventilation and adverse health outcomes in children may be present and this needs to be explored.”

Five universities hold on to 'strings-attached offers'

JOHN DICKENS

@JOHNDICKENSSW

EXCLUSIVE

Just half of the worst-offending universities for making offers with strings attached have pledged to stop the practice.

Last month Damian Hinds wrote to 23 universities known to make so-called "conditional unconditional" offers, whereby an institution initially requires pupils to meet certain entry criteria to gain a place, but drops those conditions once a pupil names the university as his or her first choice.

Hinds announced on Wednesday that eight universities have ditched the offers, with another seven pledging to review their policies.

But that leaves eight that haven't budged, with four not responding to his letter.

And analysis by Schools Week of the ten universities using these offers the most show that just five have promised to stop (see table).

Hinds warned he was "not afraid to get my hands dirty for this", adding: "While I am pleased that many university leaders are taking the issue seriously, it is a shame there are still some trying to justify practices that are damaging the integrity of our higher education and students' interests."

Figures show that more than a third of would-be university students received some kind of unconditional offer for 2018 entry.

Headteachers have said pupils shouldn't be "compelled" to accept such offers until after their A-levels – to ensure they did not take their foot off the gas.

Previous research found 18-year-olds who received an unconditional offer were significantly more likely to miss their predicted A-level grades.

UCAS figures in January revealed that in ten providers such offers accounted for more than 30 per cent of all their offers to 18-year-olds in 2018.

The University of Roehampton, where they made up nearly two thirds of all offers, said after a review it "no longer offers 'conditional unconditional' offers".

"We also continue to ensure that at every stage of the application process our admissions policies are clear, fair and in the best interests of students," said a spokesperson.

The Birmingham City University, which has also ended such offers, is now running a new "Meet or Beat" scholarship where students with a "special unconditional" offer can win £1,000 for surpassing their expected grades.

THE WORST OFFENDERS

INSTITUTION	ACTION TAKEN
UNIVERSITY OF ROEHAMPTON	ENDED OFFERS
LOUGHBOROUGH COLLEGE	WILL REVIEW
KINGSTON UNIVERSITY	WILL REVIEW
SHEFFIELD HALLAM UNIVERSITY	ENDED OFFERS
UNIVERSITY OF BRIGHTON	WILL REVIEW
BIRMINGHAM CITY UNIVERSITY	ENDED OFFERS
NOTTINGHAM TRENT UNIVERSITY	WILL REVIEW
BOURNEMOUTH UNIVERSITY	WILL REVIEW
STAFFORDSHIRE UNIVERSITY	ENDED OFFERS
UNIVERSITY OF HERTFORDSHIRE	ENDED OFFERS

A spokesperson for the university said this would "incentivise students to achieve or exceed our entry requirements".

A special unconditional offer is for students on courses that have yet to receive results and who have been given predicted grades that are expected to meet the university's entry requirements.

The Office for Students has said unconditional offers with strings attached could put universities in breach of consumer law, adding it was "akin to pressure selling".

But five of the universities in the top ten have only committed to a review of these offers. Most of the five said they reviewed recruitment processes annually and would consider Hinds' points for the 2020 entry.

A spokesperson for Kingston University said evidence "across the sector" indicated that holding an unconditional offer gave students "added drive and incentive" to achieve predicted grades and could provide clarity about their future.

While it said it would review its offer-making for 2020, the spokesperson added that it was important to continue to "work hard for those applicants who receive unconditional offers and highlights the importance of their school or college qualifications to their future careers".



The spokesperson added the university was confident its application processes "do not put students under pressure in making their choice about where to study".

The Department for Education would not reveal the names of the universities that have pledged to ditch the practice.

Hinds said: "Prospective students should have a choice of where they study, but 'conditional unconditional' offers entice them to restrict their choices, in favour of one university. I maintain this is bad practice: bad in the end for both students and universities, and urge universities using them to stop."

Oxford schemes aim to boost social mobility

Up to 250 state school pupils will be offered "transformative paths" to study at the University of Oxford as the elite institution seeks to ensure that a quarter of its students come from the most under-represented backgrounds.

But a leading social mobility charity said it was "crucial" that the university worked with schools to make sure the right pupils were targeted.

Two new access schemes, Opportunity Oxford and Foundation Oxford, will seek to boost the percentage of students at the university from the most deprived backgrounds from 15 to 25 per cent within four years.

Opportunity Oxford is a study programme for up to 200 pupils who have applied to the university in the

normal way and who are on course to get the required grades, but need support.

Help will include two weeks of residential study just before the start of the undergraduate term. The programme will be on offer for pupils due to start this September.

Foundation Oxford, which is still in development, is a full-year programme for 50 pupils who have experienced personal disadvantage or "severely disrupted education", such as refugees, children in care or carers themselves.

Offers will be made on the basis of lower contextual A-level grades, rather than the university's standard offers.

EDITORIAL

DO YOU HAVE A STORY?
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Time to go bacc to the drawing board?

Just last month, the schools minister Nick Gibb feistily shot-down EBacc critics on the education select committee, claiming “these are the subjects we know at A-Level are regarded as keeping the widest possible options open for young people”.

Fast forward to a little over seven weeks later, and Gibb’s argument has been poleaxed.

The Russell Group of elite universities has ditched its list of “facilitating subjects”, all but admitting it was actually counterproductive, because pupils thought they should take only academic subjects to get into university.

To make matters worse for the government, its own research this week revealed schools that managed to boost their EBacc entries often did so by resorting to teaching arts subjects after school or in tutor time.

The proportion of pupils taking one arts subject has also now fallen below 2011 levels, despite government claims to the contrary.

So, where does this leave ministers?

The claim that “universities want the EBacc”

is dead in the water, and ministers’ assurances that non-EBacc subjects aren’t being squeezed out the curriculum look even more flaky.

Is it time for the government, as heads’ union leader Geoff Barton says, to have another look?

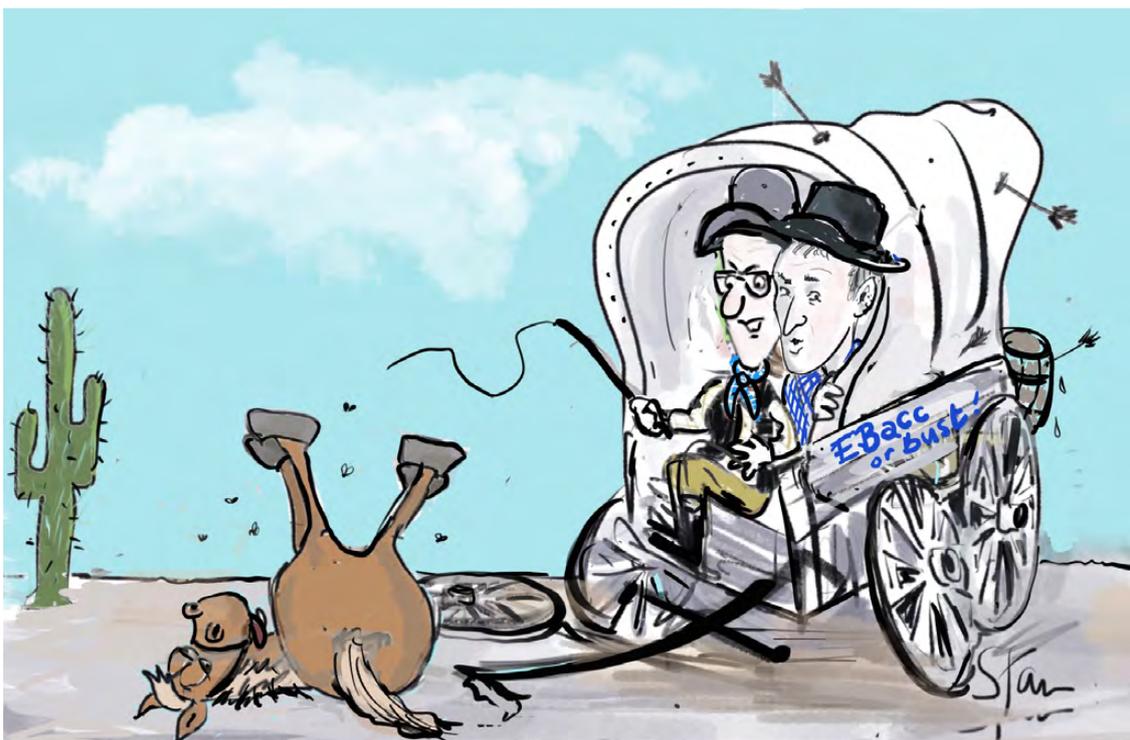
Not if the DfE has anything to do with it.

Ministers have no plans to scrap a 16-19 accountability measure that records the proportion of pupils in schools taking facilitating subjects, despite them no longer being used by the Russell Group.

The findings also come as the EBacc becomes more entrenched in the schools system. Schools that want to be rated ‘good’ or higher will from September have to show Ofsted they aim to have EBacc “at the heart of their curriculum”.

The government will also be keen to point out the studies that they claim show the EBacc IS boosting social mobility.

For anti-EBacc campaigners, the fight will go on.



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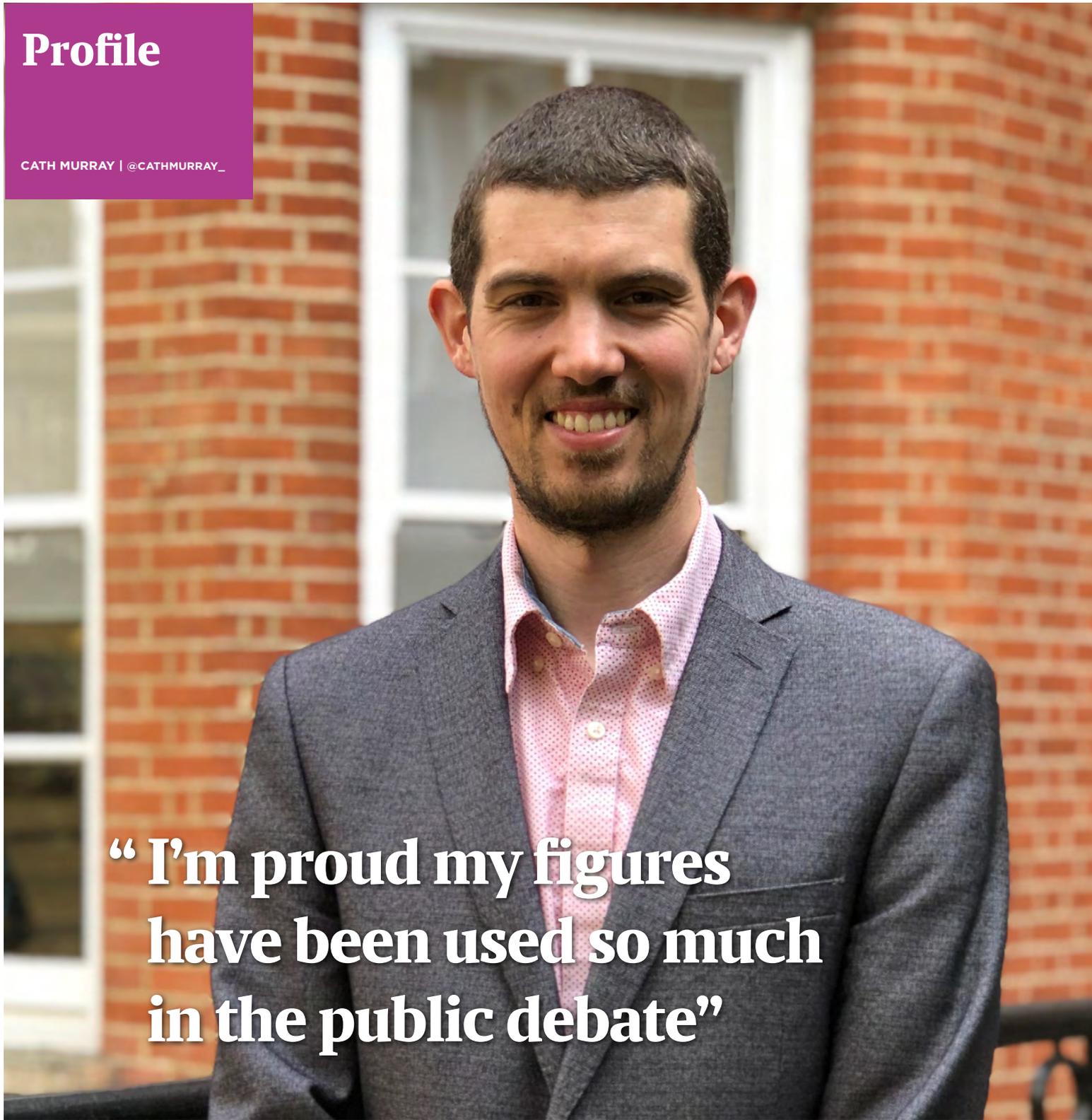


SUPPORTING
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Profile

CATH MURRAY | @CATHMURRAY_



“I’m proud my figures have been used so much in the public debate”

Luke Sibieta, director, Sibieta Economics of Education; research fellow, Institute for Fiscal Studies and Education Policy Institute

One figure has been bandied about more than most in the school funding debate of the past couple of years and that’s the 8 per cent drop in real-terms per-pupil funding since 2010. I’ve come to meet the man who calculated it.

Luke Sibieta’s 2017 education funding report for the Institute for Fiscal Studies (IFS) quickly became the go-to reference during the snap general election for anyone wanting to challenge the government mantra that “there’s more money in schools than ever before”.

Using charts and narrative analysis, Sibieta calmly pointed out the (rather important) caveat that there were also more pupils, higher operating costs, pension increases and more things that schools were required to do. He

showed they were actually 8 per cent out of pocket compared with the end of the last Labour government.

Justine Greening promptly announced a windfall of £1.3 billion, which reduced the level of real-terms cuts to 4 per cent. But by the time the IFS put out its funding report the next year, its refined methodology revealed that once cuts to local authority education support services were factored in, the figure was back at 8 per cent.

That figure is now considered truth with a

Profile: Luke Sibieta

capital “t” and is one quoted by unions, journalists and headteachers. After 12 years staring at a computer screen (this is how he describes his job), Sibieta was not expecting this kind of media attention. “It took me a bit by surprise,” he says, with characteristic understatement.

So is he still confident that he got it right?

“Yes. I’m always quite worried about the assumptions I’ve made and the effect that these have.” We’re sitting in the gardens behind the Education Policy Institute, for whom he works one day a week, pretending that a blue sky in April means spring is here.

“Seeing how the figures have been used does put pressure on you and there’s an extra level of responsibility to make sure it’s right. So it’s been gratifying. I’ve been very proud that the figures I’ve put out have been used so much in the public debate. And I do feel confident in them because I go back to them quite regularly and make sure that they’re right.”

Getting the numbers right is something Sibieta, who studied economics at the London School of Economics and has worked for the IFS since he graduated, takes very seriously. In fact, “quality and rigour” are the things he mentions most when he talks about his employer of almost 14 years.

He had wanted to work as an economist in government, but on graduating saw a job advertised at the IFS and thought he’d give it

a go. “The interview was really, really hard,” he says, in a way that suggests that was the best thing about it, “and I really enjoyed it. They offered me the job.”

Over the next seven years he worked his way up to programme director for education and skills, managing a team of eight or nine.

In 2017, after 12 years working in London, he and his wife were expecting a second child and decided to move to south Wales to be closer to

“I was nerdy and probably spent too much time doing coursework”

her parents. “It was a personal choice, and I’ve tried to fit work around that,” he says, which he seems to have managed extraordinarily well – given that his personal consultancy, Sibieta Economics of Education, released its first report in April and he’s still on the payroll of two big hitters in the world of education research.

He didn’t want to leave the IFS so negotiated a deal to work one day a week as a research fellow. “It doesn’t come across like this, but it’s a very caring atmosphere,” he says. “It’s much more like a family, with everyone working there together. And if something goes wrong everyone looks after one other.”

When David Laws, chair of the Education Policy Institute (EPI), heard Sibieta was leaving his full-time post at IFS, he approached him about a research fellowship at his education think tank. The offer – with the opportunity to work with “new, smart people, with a similar ethos” on more schools-related projects than he’d done at IFS – was attractive.

To avoid muddying the waters over what work he is doing for whom – and, in his words, “ensure the reputational capital stays with the organisation” – at IFS he (crudely speaking) works on how money flows from government to education institutions; at the EPI he works on how schools spend that money.

He now commutes from Bridge End, half way between Swansea and Cardiff, to London for two days once a fortnight. “It works very well for me because I get to see my friends – and I have one night a fortnight where I don’t have to look after children,” he says with a smile.

Sibieta grew up in Gloucestershire, where he went to the local primary then a grammar school. His mum worked in the health service, managing



Profile: Luke Sibieta

community equipment – or finding products at the best price for the NHS. “She was obsessed with commodes for a while.”

His dad worked for a company that distributed foreign language textbooks, which suited him as a native French speaker, although Sibieta says he spent most of his time “heaving boxes of books around the place”.

His older half-brother, Steve Goldup, is now a professor of chemistry at the University of Southampton working on molecular machines. Three professors working in the same field won the Nobel prize in 2016, so Goldup was often called on to explain to journalists. But Sibieta is unable to provide any kind of coherent description: “I still have no idea what he does.”

He originally wanted to do PPE at Oxford, but was accepted to LSE and loved it. “I was quite nerdy,” he says when I ask about his student days. “I spent probably too much time doing coursework. Although I made some good friends.”

Sibieta has just arrived on the train from Wales. His wife and two children, aged one and four, are making their way down the M4 to join him for Easter with some of his old university friends.

He says he took the job in the education team at IFS because it sounded more interesting than the other job on offer in the welfare and tax team. Since having children of his own, it’s become more personal. And similarly, since moving to Wales he’s become more interested in a comparative study of education policy and spent much of the first year getting to know researchers and civil servants locally and “work out what I was going to do”.

“All the devolved administrations are doing a bit more policy experimentation that we haven’t learned much from,” he says. “I’d like to do more research into them, because they get left behind in the public debate.”

The planned new curriculum for Wales, for example, isn’t receiving as much public attention

as the most recent curriculum changes in England, he says.

His first independent report, on school spending in Wales, showed real-terms cuts to school funding, to which the Labour first minister of Wales responded by pronouncing publicly that school spending was at record levels. (Sound familiar?) Sibieta seems more amused than frustrated, however, that the issue of school funding is “almost identical in Wales as it is in England, except with different parties saying different things!”

With his London-Wales split, he seems to have his work-life balance pretty sorted. So how does he see the future unfolding?

Work-wise, pretty much continuing on the path he’s started. But more immediately – and perhaps more importantly – he’s looking forward to a weekend catching up with old friends, organising an Easter egg hunt, attempting to get the kids in bed by 7, then cracking open a bottle of wine.

It’s a personal thing

What’s your favourite book?

La peste by Albert Camus because it’s an allegory for so many things – you can read it simply as a book about what it’s like being in a city infested with plague, but it’s more about the Second World War and how evil takes over a place.

If you could escape anywhere for a month, where would you go?

Indonesia. You could spend three years there and not see the whole of the country.

What’s the scariest thing you’ve ever done?

Having children.

What’s your happiest childhood memory?

Going to France on holiday and just generally exploring and having lovely food. We usually went to the southwest, near Aquitaine. Although it also means I have memories of very long car trips.

Who was your favourite teacher?

My economics teacher at A-level. I got my passion for economics because of him.

What life advice would you give to your children?

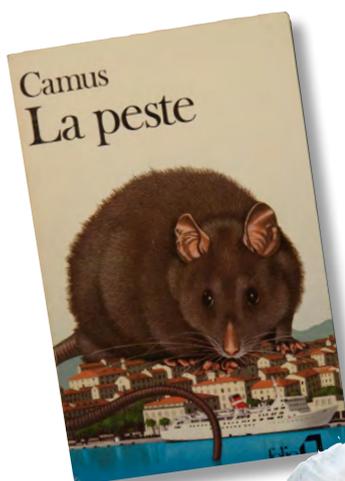
Just get on with it. One of our motivations for moving house was we were thinking about having another child – and at some point moving to Wales. We just got on with it and haven’t looked back.



A month in Indonesia



Happy holidays in France



Opinion

DO YOU HAVE A STORY?
CONTACT US NEWS@SCHOOLSWEEK.CO.UK

The Conservative party has achieved much in education, says Steve Mastin, but school funding has become a huge distraction

If you're a teacher who will never consider voting Tory, then best look away now. I discovered my support for Conservative principles when I was at secondary school, around the time the communists crushed democracy supporters in Tiananmen Square.

Despite being a proud Conservative activist there are some things I find uncomfortable about my party: the handful of colleagues who support the death penalty, for example, or those – thankfully a dwindling number – who can't see that a return to grammar schools would inevitably create secondary moderns. And then there is the casual racism of Boris Johnson, a man with so many strengths, but no principles.

I believe than Johnson is unfit to be my party's next leader in so many ways. But when I asked a Corbyn-supporting teacher what he disagreed with about his dear leader's party, there came the reply: "nothing". Being a party member should not have to mean slavish devotion.

Conservatives have always encouraged members to express their views openly, which is why I have no qualms, as a state school teacher for the past 20 years, in arguing here that the current school funding crisis needs to be addressed urgently.

School funding was generous when I started teaching in 1999; the downside was the incessant micro-management of schools by the then Labour government. By the time the Conservative-Liberal Democrat coalition came to power in 2010,



STEVE MASTIN

State school history teacher, vice-president of the Conservative Education Society

I'm proud to be a Tory, but the funding crisis makes me angry

I supported getting the finances under control because the cash had been splashed around in an unsustainable way. But there is a difference between cutting waste and biting into essential services

retiring teachers or scrap their continuing professional development (CPD) budget.

My recent attendance at the Historical Association's conference in Chester reminded me of the value

“ I am tired of hearing the party line on funding ”

such as schools. The NHS was rightly protected, but schools are now feeling a serious squeeze, and it's one that is unsustainable.

So I am tired of hearing the party line uttered over and over again by ministers claiming that "school funding has increased year on year". Technically true yes, but school leaders know that pupil numbers have risen over the same period, which means that funding has gone down in real terms.

The real-terms drop since 2015 is 4.6 per cent, leaving a serious hole in many schools' budgets. Headteachers have had to reduce the number of teaching assistants, not replace

of CPD and the reliance on teachers being given the time off to do it.

All in, the unrelenting squeeze on funding has reached the point where headteachers have had enough as we saw when many marched on London last September to say that it cannot be sustained.

Unfortunately, funding is eclipsing the enormous strides my party has made since 2010 to improve education. Let's look at some of those achievements: exam reforms for example. Even many of my left-leaning friends agree that modular exams were exploited to gain a few extra marks; they needed to be abolished to restore



faith in the system. Coursework, meanwhile, was widely abused and contributed to unreasonable teacher workload, which is why the Conservatives scrapped it. Curricular freedom was encouraged for those schools who became self-governing academies. And the pupil premium for some of our most disadvantaged children, although suggested by the former Liberal Democrat minister David Laws, was championed by the Conservatives' Nick Gibb and continues to be protected.

I'll continue to preach about our achievements with brio, but school funding has become a huge and negative distraction. Damian Hinds, the education secretary, told a Conservative Education Society meeting earlier this month that he has implored Philip Hammond to increase education spending in the forthcoming spending review. I agree. But the chancellor needs to understand that it's not "little extras" that schools are after. We want nothing short of fair funding.

Opinion

DO YOU HAVE A STORY?
CONTACT US NEWS@SCHOOLSWEEK.CO.UK

As the resignation deadline for staff planning to leave in the summer looms, Anna Hennell James' hints help to ease the pain of recruitment

I always look forward to the summer term since it's a really upbeat time of year in school. But it's also the term in which the resignation deadline of May 31 for staff planning to leave in the summer looms. Even with preparation, recruitment can suddenly become more pressing than ever.

In Suffolk, where I lead the Orwell Multi-Academy Trust of six primaries, finding good teachers can be particularly tough. There are areas of high deprivation and we're far from the excitement of big cities.

So here are some tips, based on our experience, to help you to recruit great teachers.

How to find good candidates

1. Don't forget to cover the basics

Advertise on your school website and social media channels, but also try recruitment websites such as eteach. We also use local resources, such as Suffolk Jobs Direct. The government also has a vacancy website, Find a Job in Teaching. Wherever it's placed, your advert must be compelling while also laying out the challenges. Too much gloss won't draw suitable candidates, but exciting opportunities will.

2. Give candidates your time

The staples, such as pay, are similar in all schools so it's the welcome you give candidates that makes a difference as a potential recruiter. I aim for a personal and positive



ANNA HENNELL JAMES

Chief executive officer, Orwell Multi-Academy Trust

It's that time of year: ten tips for good teacher recruitment

experience rather than sticking solely to the formal interview process. Applicants feel valued if the

their lessons. However, Teach First has a tough selection process so trainees are generally great and we save time in recruitment.

“ Too much gloss won't draw suitable candidates

headteacher shows them around the school, for example. Introducing candidates to staff they may work with is also a sound idea.

3. Train your own staff

Growing your own staff is a rewarding recruitment strategy. We had one parent-volunteer who joined as a member of dinner staff, became a teaching assistant, then eventually qualified as a teacher.

Schemes such as Teach First can be a great way to train bright new staff from different walks of life. We've had about 15 Teach First trainees across the trust over five years, and many have stayed with us.

It can seem risky in primary, given that you can't choose your trainee and pupils have them for most of

4. Highlight career development opportunities

Let candidates know they can develop their careers with you. Greater awareness of these opportunities provides a real incentive.

5. Create and maintain a network of relationships

Keep in touch with good candidates who didn't get the job and give specific feedback on how to improve, because you never know when you might need them. Also ask other schools if they've had good candidates they didn't appoint, but who might suit your school.

6. Speak to the initial teacher training providers in your area

We've also worked with the local School-Centred Initial Teacher Training and PGCE providers, but make sure you have the capacity to support trainees or they won't stay. If new teachers feel unsupported, word will get around, making it more difficult to recruit.

What kind of people should you be looking for?

7. People with potential

You don't need "the finished article"; you need someone who wants to learn and challenge themselves.

8. People who are compatible with the school

Compatibility doesn't mean appointing teachers who think like existing staff. Someone with a contrasting approach could shake things up.

9. People who go the extra mile

You want people who realise the working day goes beyond school hours. However, you also don't want staff working silly hours.

10. Recognise that it takes all kinds

A good teacher is not just the all-singing, all-dancing type. Some of the best colleagues I've had have been quietly spoken yet commanded the respect of pupils and peers.

Research

Every month Laura McInerney shares some insights from polls of people working in schools, conducted via the Teacher Tapp app

Who wants to be a millionaire? Teachers . . .

Laura McInerney, co-founder, Teacher Tapp

Are teachers hungry for money or driven by compassion for others? It sounds a simplistic choice. But an interesting thing about all humans is that when faced with a choice between different outcomes we can usually pick one over another. So when push comes to shove, do teachers go for cash or conscience?

The long-held belief is that teachers will put the needs of others before themselves. Politicians often invoke this notion when they argue that people are in the classroom because of a deep sense of “vocation” – a word that they hope will convey some kind of spiritual calling to the chalkboard – rather than their pay packet.

If this is true then we might expect teachers always to be sacrificing their own happiness to help children get ahead. Hence, in January, we challenged 3,000 of you via Teacher Tapp to The Genie Question: “Imagine a genie has appeared and offers you three wishes. You can only select one. Which one do you choose?”

The options were: (a) top exam results for every pupil, (b) total wellbeing for your colleagues, and (c) £1,000,000 in your bank account. If teachers were real martyrs, we presumed they would pick exam results. As it turned out, the vast majority (74 per cent) went for the money.

A seven-figure sum is a pretty big lure, but what if we lowered the stakes? One teacher challenged us on social media to try to find the figure at which 50 per cent take the cash. As it happens, we stumbled upon it a few months later when we put the question again, but this time with just £10,000 up for grabs. In this case, 54 per cent of teachers still took the money, but 37 per cent opted for well-being



for colleagues, and 9 per cent chose exam results (the latter almost entirely made up of secondary heads).

At the time I revealed surprise at the result and was immediately pounced upon. “£10,000 is a lot of money,” came the cry across social media. Of course it is. But we have asked teachers how many days a week they would ideally like to work, taking the loss of salary into account, and almost no one picked five days.

Yet dropping to a four-day week would cut the average teacher salary by about £6,000 and only benefits the well-being of one person. Teachers could simply choose to shrug off a mythical £10,000 that they have never owned and help the wellbeing of substantially more people, yet didn't! This seemed intriguing.

Which is when Sam Freedman, the chief executive of Ark's education policy group, suggested an experiment whereby we phrased the loss in a different way. So last week we asked: “You have a £10,000 performance bonus pot to share across teachers in your school. You're allowed

to award as much of it to yourself without anyone knowing what anyone else has received. Which of the following would you do?” This time the choices included: keeping it all; keeping half and sharing the rest; keeping £1,000 and sharing the rest; sharing it with just those who deserved it, and sharing with everyone in the school.

In complete contrast to the genie question, this time only 8 per cent would keep it for themselves. Most were incredibly generous, with 41 per cent sharing it proportionately across all staff and a further 32 per cent sharing it evenly among those who they felt deserved it. So, teachers won't give away cash in return for the well-being of their colleagues, but they will give away the cash instead!

This is yet another example of the loyalty amongst teachers, particularly around money. No wonder it is so difficult for headteachers to administer performance-related pay. It does put to bed the notion that teachers are martyrs, however. Money matters for the profession, just as much as it does for everyone else.



Reviews



Amir Arezoo, vice-principal of Horizon Community College, Barnsley

@WORKEDGECHAOS

My teaching hall of shame

Bob Pritchard @rjpritchard

There comes a time as a teacher where you start to hone your practice to include elements that you know have a massive impact. During this process of approaching pedagogical nirvana, however, there are also moments where you reflect on certain lessons and say to yourself “what was I thinking?” Bob Pritchard talks about such past experiences. He doesn’t just say “this lesson didn’t go well”, but sets out why the idea that seemed so good at the time turned out to be a bit silly in hindsight. What’s most striking is that these “shameful” examples are born of strategies supposed to solve a multitude of problems, but poorly implemented (for example, “we have this ICT resource, we need to use it”). That’s the value of experience: an air of caution is never far away.

Keeping everyone on the knowledge bus

The Quirky Teacher @iQuirky_Teacher

The debate about curriculum appears to have shifted from what is being covered

TOP BLOGS of the week

to how it is covered. @iQuirky_Teacher highlights this when she focuses on how schools can best meet the needs of SEND students in terms of knowledge acquisition. She suggests that it is better to provide these students with lesson material in advance as a de facto “intervention”, rather than having to rely on support in the class session to deal with the “cognitive load”. The latter, she argues, leads to more passive and reliant behaviour. I feel this approach is problematic on two counts. First, as the blogger acknowledges, time is precious for a teacher, yet the solutions proffered here seem to depend on teachers finding the time, particularly before the start of the school day, to teach SEND children before the main class. Second, SEND students seem to be considered as a homogeneous unit when they simply are not. The approach required to support them therefore shouldn’t be singular either.

Curriculum: an experiment that worked

Paul G Moss @EDmerger

It’s interesting and refreshing to come across discussions and posts that remind

us that knowing “stuff” matters. Currently I’m reading Matt Pinkett and Mark Roberts’ engaging *Boys Don’t Try?*, which implores the reader (rightly) to invest cultural capital in male (and, contrary to the title of their book, female) students to raise aspirations and provide them with a foundation to succeed in an increasingly demanding educational world.

In a similar fashion, Paul G Moss focuses on the means of ensuring that students have the capacity to manage their learning and become successful by amassing subject knowledge and providing themselves with a platform to apply skills in context. For example, one cannot form views on capital punishment from religious beliefs if you don’t fully know what principles those beliefs are grounded on. Moss demonstrates this with lots of practical examples. What I particularly liked is his emphasis on the untold benefits of making it clear to students that they are being invested in and why, so that “they could participate because the curriculum had been designed to incrementally breed success”. Brilliant.

Calculator woes

Jo Morgan @resourceaholic

Teachers know this: your students may look at a calculator and think, “behold, this device will surely demolish my problems with this sum I see before me”. But there is a problem: how do they know that what they type into said device is correct and how do they know that said device is telling them the right answer? It would be great for teachers to take heed of Jo Morgan’s advice and make sure that students know how to use this important tool, particularly given the increased numerical demand on subjects, such as statistics in design technology and geography, for example, across the secondary curriculum.

CLICK ON REVIEWS TO VIEW BLOGS +



Study suggests iGCSEs are 'easier' than reformed GCSEs

Helen

I am a history teacher and have seen the specification and mark schemes for the iGCSE and the reformed 9-1. There is no comparison, the 9-1 is far harder. When the universities and employers wake up to this double standard, then state school kids with a good set of GCSEs will have a far better qualification. While the two qualifications are considered "equal" the system is stacked in favour of those who can pay. If I were a parent paying for private education I would be furious.

Withdrawing funding from the IB will be a 'tragedy' for social mobility, heads warn

Janet Downs

We should be moving towards graduation at 18 via multiple routes. The government should not be using funding to mandate its preferred qualifications.

Martin Robinson, @Trivium21c

Rather than ditching the IB and keeping A and untried T-levels, the government should be doing the opposite.

Desmond Deehan, @desmonddeehan (in response to above)

Not sure what evidence there is that it aids social mobility. Far harder to achieve the same outcomes. I would think the opposite. Also presents as elitist. A-levels work.

NGA campaign calls on teachers to become governors of other schools

Naureen Khalid

This is a really good campaign. Becoming a governor in another school means two schools can share good practice and teachers gain valuable leadership experience.

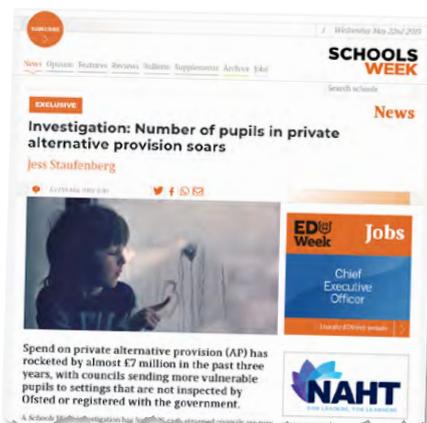
Assembly Tube

How many teachers have the time to be governors of another school? Those proposing this do not have an understanding of the workload of the average teacher. One of the reasons why we have a teacher recruitment problem.

REPLY OF THE WEEK **Kevin Hewitson**

Investigation: Number of pupils in private alternative provision soars

Should we look at the issue as one of cause and effect, then we may reach the following conclusion. If you create an environment that some can't tolerate (it is "toxic" to them), then they will seek



to exit that environment. So, if more pupils are needing to enter alternative provision, should we then be asking what is it about the school environment that is making this happen? If the bath water was too hot, we would add cold, not get out and find another bath!

THE REPLY OF THE WEEK WINS A SCHOOLS WEEK MUG. CONTACT US AT NEWS@SCHOOLSWEEK.CO.UK TO CLAIM

DfE will issue further guidance on right to withdraw from sex education

Gordon Keitch

Parents should not be able to withdraw their children from any subject: just imagine what would happen if pupils were allowed not to attend maths lessons.

Deep dives: Will Ofsted's plan to check up on the curriculum really work?

Brian Lightman, @brianlightman

I think these are very valid questions. I welcome the emphasis in the new framework, but as someone who visits numerous schools I would not venture to reach a judgment based on such thin evidence.

Minister admits opportunity areas need 'more ambitious outlook' to continue beyond 2020

Mel Ainscow, @MelAinscow

So far the opportunity areas have been an opportunity missed. They need to be locally coordinated and designed to fit particular contexts, rather than dictated to from Westminster.

WEEK IN WESTMINSTER

Your regular guide to what's going on in central government

MONDAY

The DfE announced today that it is establishing 20 new careers hubs across the country, backed by £2.5 million funding.

The cash isn't new, but part of the generous grant handed this year to the Careers and Enterprise Company (CEC), which has already trousered tens of millions of pounds to improve access to careers guidance.

The money is half the amount given to the last 20 hubs, and the latest set will have to wait for the spending review to find out if they'll be funded for more than one year. But given the DfE's delight at throwing huge wads of cash at the CEC, we doubt they'll come away empty-handed.



TUESDAY

As readers will know, Lord Agnew doesn't mince his words. Speaking to governors at an awards bash in the House of Commons, he described his government's academies financial handbook as "turgid", adding he was able to cut 4,000 words from last year's version.

Alas, there's bad news. Agnew said he's been unable to hack any more from this year's handbook, due out soon.

WEDNESDAY

Labour leader Jeremy Corbyn got a fair bit of flak for focusing on school cuts

during prime minister's questions this week, but the PM's response shows why he was right to do so.

While Brexit consumes the country (and both main parties), children are still going into dilapidated schools with leaky roofs and with teachers forced to buy supplies.

"As the right honourable gentleman knows, we are putting record levels of funding into our schools," said May, reusing the same tired old quote which has LONG been branded as "misleading" by the UK stats watchdog.

Also, more kudos to Jezza for quoting a *Schools Week* analysis during his exchange with the PM.

He responded: "That would explain why 26 schools close early on a Friday every week because they do not have enough money to keep themselves open.

"More than 1,000 schools across England are turning to crowd-funding websites with a wishlist of things they want to buy – really exotic things such

as pencils, glue and textbooks.

"Why are they forced to do that if they allegedly have enough money in the first place?"

So what was the response from our strong and stable PM?

(Note to readers: we go to press on Thursday

evenings and we cannot guarantee she will still be in the hot seat by the time we hit your inboxes on Friday morning.)

"I say to the right honourable gentleman what I have said before and just quoted: we are putting record levels of funding into our schools," said the PM, REPEATING THE GARBAGE LINE AGAIN!

No wonder she's clinging on to power.

THURSDAY

News broke this week that the DfE will bung another £2,000 a year to early-career maths and physics teachers.

Good money if you can get it, but as the teacher supply expert John Howson points out, you actually can't get it if you happen to be a biology or chemistry graduate who teaches physics, among whom the announcement is likely to go down like a sack of carbon dioxide.



VACANCIES AT COPPERFIELD ACADEMY - GRAVESEND, KENT

Salaries: MPS – UPS with TLRs available

Having been inspected, and judged overall as 'inadequate' in January 2019, we continue our journey of radical transformation in developing our learning community, where pupils are engaged in developing the skills, knowledge and understanding needed for global citizenship in the 21st Century.

We are looking for the 'right people' to help us get there. Could this be YOU?

This is an exciting time at Copperfield, and it will be for anyone who joins us!

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The incredible pupils of Copperfield Academy are looking for class teachers who...

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- ...are willing to take risks with learning
- ...are irresistibly optimistic
- ...are passionate about the challenge of learning
- ...are committed to improving children's life chances
- ...deal in hope and aspiration
- ...are committed to an all-inclusive approach to learning
- ...are experienced in/across the primary phase

Does this sound like YOU?

If so, we need YOU – please get in touch!

Copperfield Academy is committed to providing the highest standards of educational opportunity to every one of its pupils.

The Process:

- A tour of the school, prior to any application, with pupils and a member of the senior leadership team. These will take place week in the afternoons of the week beginning Monday 13th May.
- A completed application form that addresses the person specification
- A covering letter to the senior leadership team (no more than two sides of A4) evidencing the following aspects:
 - your personal philosophy of education and view of how children learn;
 - the learning environment that you would want to create to promote quality and high standards;
 - the climate that you would want to create to support effective learning and personal development;
 - your understanding of, and commitment to, teamwork and a school in very challenging circumstances;
 - the areas of teaching expertise and curricular specialism that you can offer, or would wish to develop;
 - whether you would be interested in being considered for a subject leader role
 - your understanding and experience of safeguarding children and promoting

- a safe learning environment;
- the principles which you believe should underpin a curriculum for pupils of all abilities to make better than expected progress and achieve appropriately high levels of attainment;
- A 20-min group activity observation at your current school.
- A short interview, only upon successful completion of your group observation

**'Children are our Priority
Change is the Reality
Collaboration is our Strategy'**

The successful candidates will:

- be able to carry out all duties as described in the School Teacher's Pay and Conditions Document
- work directly to the Teachers' Standards 2012
- have all the essential attributes as described above

Copperfield Academy is committed to safeguarding and promoting the welfare of children.

The successful applicants will be required to possess an Enhanced Disclosure certificate from the Disclosure and Barring Service, and to complete registration with its update service.

Tours available upon appointment – please call, and arrange a visit, prior to application: 01474 352488

Early applications are welcomed. We reserve the right to hold interviews and appoint before the closing date, should exceptional candidates apply.

**Copperfield Academy
Dover Road East
Northfleet, Gravesend
Kent, DA11 0RB**



At E-ACT, it is our mission to provide all of our pupils with an education that encourages them to explore, discover, create and achieve. By developing inspiring curricula and nurturing a culture based on our values of thinking big, doing the right thing and showing team spirit, we exist to give young people access to the best possible educational opportunities.

Our academies span the length and breadth of the country

We educate over 18,000 pupils across the length and breadth of England. The E-ACT team includes over 3,000 employees based across 29 academies, four regional teams and a national team. Our academies may span the country, but we all follow the same set of underlying principles. E-ACT academies can also collaborate and share ideas in ways that other schools may not be able to.

Our hopes and aspirations for every one of our pupils is the same. By encouraging them to think big and understand that anything is possible, by showing them the importance of team by working together to achieve, and by teaching them to carefully think through their decisions to do the right thing, we know that every one of our pupils can realise their potential with us.

Are you an E-ACT leader?

We are always on the lookout for dynamic, motivated and inspirational leaders.

Please click anywhere on this advert to view our latest leadership vacancies.



CHIEF EXECUTIVE OFFICER

From September 2019 or by negotiation

Contract type: Full Time – with possible flexibility for the appropriate candidate

Salary: circa £85k dependent upon calibre of successful candidate

ULT is comprised of 8 academies (including a teaching school) with plans for expansion of up to 20 schools across the area over the next 5 years. The ULT includes First, Middle and High Schools, several of which are small, rural schools (including Church of England). The ULT forms a 3-18 all-through educational family, supporting each other to provide excellent teaching and learning, excellent progress and attainment, and a friendly, safe and caring educational environment.

You will have the experience, vision, ambition and skills to grow a high quality, financially sustainable MAT centred on providing a seamless educational journey for our young people.

Further details on the position and how to apply can be requested from russellsheldon88@gmail.com

Closing date: 30th May 2019.

Offers valid until May 31st 2019

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